

**Principals' School Plant Management and Teachers-related Factors as Determinants
of Students' Motivation towards Learning in Public Junior Secondary Schools,
Southwest, Nigeria**

**Odunola Lovelynn Boluwatife MOGBEYITEREN
LCU/PG/002686**

**Being a Thesis Submitted to the Department of Arts & Social Science Education,
Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria**

**In Partial Fulfilment of the Requirements for the Award of Doctor of Philosophy
Degree (PhD) in Educational Management**

2024

Certification

This is to certify that Odunola Lovelynn Boluwatife MOGBEYITEREN with Matriculation Number LCU/PG/002686 carried out this research work titled “Principals’ School Plant Management and Teachers-related Factors as Determinants of Students’ Motivation towards Learning in Public Junior Secondary Schools, Southwest, Nigeria” in the Department of Arts And Social Science Education (Educational Management) Faculty of Education, Lead City University, Ibadan, Oyo State, for the award of Doctor of Philosophy Degree(PhD) in Educational Management and this has not been previously submitted.

Prof. Senimetu ILEUMA
Supervisor

Date

Dr. Oluyomi Susan PITAN
Head of Department

Date

Dedication

This research work is dedicated to God Almighty.

Lead City University Ibadan DO NOT COPY

Acknowledgement

First and foremost, my sincere appreciation goes to Lead City University, Ibadan, Nigeria for the opportunity given to obtain the resources needed to carry out this work. I appreciate the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the privilege given to learn under esteemed erudite scholars. I am grateful to the Tertiary Education Trust Fund (TETFund) for their support, all the directors of all the six states of Southwest Ministry of Education, Science and Technology, Department of Planning, Research and Statistics, Oyo State Teaching Service Commission, Oyo Zone, research assistants, principals, teachers and students in all the public secondary schools in Ogun, Ekiti and Oyo States for their contributions toward the success of this work.

I am deeply grateful with joy in my heart and head bent to Professor Senimetu Esther Ileuma, my supervisor for her mentorship, encouragement and constructive contributions throughout the duration of this work. My sincere appreciation goes to Professor Afolakemi Olasumbo Oredein, Provost Postgraduate College, for her show of love the very first day of my resumption to school and for her managerial leadership, special mention is made of Professor Donald Abidemi Odeleye, Dean, Faculty of Education, Lead City University, Ibadan for his encouragement, Professor Philius Olatunde Yara for valuable contributions, Professor Olu Ojedokun for his advice and Professor Eseza Akiror Erwat for being a role model. I also sincerely appreciate Associate Professor Ukamaka Akuche who offered to give me her medical card for treatment when I took ill, Associate Professor Toyin Oyedeji. My appreciation goes to Dr. Oluyomi Pitan, Head of Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan for her leadership values.

Dr. Monilola Dasola Oyetade, Dr. Christianah Sam-Kayode, Dr. Olabisi Precious Titilayo Killian, Dr. Mary Mojirade Ayantunji, Dr. Sabina Obi, Dr. Adeyemi Ebo, Dr. Omobola Gambo, Dr. Seyi David, Dr. Deborah Olufunke Ayeni, Dr. Yejide Ibikunle, Dr. Sunday Tunmibi and all staff of the Department of Arts & Social Science Education, Lead City University, Ibadan, for their immense knowledge, valuable contributions and ample experience that have assisted in no small way to make this work a robust one.

Finally, my profound gratitude goes to my husband (Barr. Lawrence Toritsemode), children Dr. Adedigba Praise, Alero Lacherié the Cyber girl and my friend OlorunYomi Lawal for their sacrifices even when it was not convenient, my late parents, all my siblings (both late and living), friends and colleagues for providing unfailing support and continuous encouragement throughout the process of researching and writing this thesis.

I appreciate all who kept encouraging me as each step got harder yet did not stop because of the beautiful view at the top.

“Even though the above- mentioned institutions and persons have assisted in the process of the research work, I alone stand responsible for the errors, if any, found in this work”.

Abstract

In motivating students towards learning in secondary schools, several factors such as parental, peer-relationship, societal norms, and cultural contexts have been used without appreciable results. Yet, amidst the depths of existing study, a critical gap still remains unexplored in understanding ways to motivate students towards learning which is the unidentified area that made this study to pioneer an investigation into the interactive effect of principals' school plant management and teachers-related factors as determinants of students' motivation towards learning in public junior secondary schools, Southwest, Nigeria. Descriptive design of survey type was adopted for the study. Population comprised all principals (2,360), teachers (67,273) and students (406,462) with sample size of 180 principals, 1,706 teachers and 3,400 JSS2 students. Three research questions and two hypotheses were formulated and answered. Two self-constructed instruments- Principals' School Plant Management Questionnaire (PSPMQ) ($r=.908$); Teachers-Related Factors Questionnaire (TRFQ) ($r=.807$) an adapted Students' Motivation Towards Learning Questionnaire (SMTLQ) ($r=.749$) were used for data gathering. Data collected were analyzed using frequency counts, percentages and multiple regression analysis at the .05 significant level. The findings of the study revealed that the level of school plant management by principal is moderate ($\bar{x}=3.04$); the level of teachers-related factors responsible for student motivation is moderate ($\bar{x}=3.34$); the level of motivation shown by students to learning is moderate ($\bar{x}=2.94$); there is a significant combined contribution of principals' school plant management and teachers-related factors to students' motivation ($R=.395$; $\text{Adj.}R^2=.154$; $F_{(7, 3392)}=89.623$; $p<.05$). Based on the order of potency of each of the predictor variable in predicting the outcome measures, teacher's attitude ($\beta=.254$; $t=14.705$, $P<.05$) is the most potent predictor followed by school plant supervision ($\beta=.155$; $t=9.258$, $P<.05$), teacher's work experience ($\beta=.150$; $t=8.834$, $P<.05$), school plant utilization ($\beta=.136$; $t=8.113$, $P<.05$), teacher's commitment ($\beta=.034$; $t=1.914$, $P>.05$), school plant safety measure ($\beta=.025$; $t=1.491$, $P>.05$) and teacher's qualification ($\beta=-.053$; $t=-1.491$, $P<.05$) respectively. In conclusion, teacher's attitude and principal's supervision motivating strategies have proved to be more effective in motivating students in the sense that attitude fosters a warm, inclusive classroom climate as students feel comfortable approaching teachers with questions and concerns; likewise, supervision clarifies concepts, addresses misconceptions with regular feedback which spurs internal drive in students. The study recommended among others that: principals and teachers should participate in leadership training and professional development courses to acquire more knowledge on how to cope with 21st century teaching and learning requirements most especially in the area of securing the safety of learning environment which is essential for addressing potential hazards, teachers are to be more dedicated to their profession and students should improve on their study habits for productive outcomes.

Keywords: School Plant Management, Students' Motivation, Academic Achievement, School Plant Safety, Teacher's Commitment

Word Count: 438

Table of Contents

Content	Page
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	vi
Table of Contents	vii
List of Tables	xi
List of Figures	xii
List of Plates	xiii
List of Acronyms	xiv
Chapter One: Introduction	
1.1 Background to the Study	1
1.2 Statement of the Problem	18
1.3 Aim and Objectives of the Study	20
1.4 Research Questions	21
1.5 Hypotheses	21
1.6 Significance of the Study	21
1.7 Scope of the Study	22
1.8 Limitation of the Study	23
1.9 Operational Definition of Terms	24
Endnotes	27
Chapter Two: Literature Review	
2.1 Conceptual Review	33
2.1.1 Principal	34
2.1.2 School	35
2.1.3 School Plant	36
2.1.4 School Plant Planning	38
2.1.5 School Plant Management	42
2.1.6 School Plant Supervision	44

2.1.7	School Plant Utilization	47
2.1.8	School Plant Safety Measure	47
2.1.9	School Plant Maintenance	49
2.1.10	Attitude	54
2.1.10.1	Teachers Qualification	56
2.1.10.2	Commitment	57
2.1.10.3	Teaching Experience	59
2.1.11	Intrinsic and Extrinsic Motivation towards Students Learning	59
2.1.11.1	Challenge	60
2.1.11.2	Curiosity	61
2.1.11.3	Independence Mastery	61
2.1.11.4	Easy Work	62
2.1.11.5	Pleasing Teacher	62
2.1.11.6	Dependence on Teacher	62
2.1.12	Universal Basic Education (UBE)	66
2.2	Theoretical Framework	67
2.2.1	Bureaucratic Theory	67
2.2.2	System Theory	69
2.2.3	Motivation Theories	72
2.3	Review of Empirical Studies	78
2.4	Conceptual Model	115
2.5	Summary of Gap in Literature Reviewed	116
	Endnotes	118
Chapter Three: Methodology		
3.1	Research Design	135
3.2	Population of the Study	135
3.3	Sample and Sampling Technique	140
3.4	Description of the Research Instruments	141
3.4.1	Principal's School Plant Management Questionnaire (PSPMQ)	145
3.4.2	Teachers-Related Factors Questionnaire (TRFQ)	146

3.4.3	Students' Motivation towards Learning Questionnaire (SMTLQ)	147
3.5	Validity of the Research Instruments	148
3.6	Reliability of the Research Instruments	148
3.7	Method of Data Collection	148
3.8	Method of Data Analysis	149
	Endnotes	150
Chapter Four: Results and Discussion of Findings		
4.1	Analysis of Respondents' Demographic Characteristics	151
4.1.1	Frequency Distribution of Principal (N=180)	151
4.1.2	Frequency Distribution of Teachers (N=1,706)	154
4.1.3	Frequency Distribution of Students (N=3,400)	157
4.2	Analysis of Respondents' Opinions on Research Questions	158
4.2.1	Test of Hypotheses	180
4.3	Discussion of Findings (Based on Research Questions and Hypotheses)	183
	Endnotes	203
Chapter Five: Conclusion		
5.1	Summary of Findings	206
5.2	Conclusion	209
5.3	Recommendations	210
5.4	Contributions to Knowledge	211
5.5	Suggested Areas for Further Research	213
	Bibliography	214
	Appendices	236
	Bio-data	305
	The University Compliance Certification	317

List of Tables

Table	Page
3.1 Population of the Study (N = 2,360 Schools; 2,360 Principals, 67,273 Teachers and 406,462 JSS 2 Students)	139
3.2 Sampled Southwest States (n= 3)	141
3.3 Sample Number of Junior Secondary Schools and Principals in Southwest (n= 201)	142
3.4 Sampled Number of Teachers and Junior Secondary School 2 Students in Each Senatorial Districts (n=3,637 & n=113,779)	143
3.5 Sampled Number of Principals, Teachers and Students (n=190, n=1,737 & n=3,427)	144
4.1 Gender of Respondents (Principal)	151
4.2 Age of Respondents	152
4.3 Marital Status of Respondents	152
4.4 Highest Educational Qualification of Respondents	153
4.5 Year of Teaching Experience of Respondents	153
4.6 Gender of Respondents (Teacher)	154
4.7 Age of Respondents	154
4.8 Marital Status of Respondents	155
4.9 Highest Educational Qualification of Respondents	156
4.10 Year of Teaching Experience	156
4.11 Gender of Respondents (Students)	157
4.12 Age of Respondents	158
4.13 Level of Principal's School Plant Management (Supervision)	159
4.14 Level of Principal's School Plant Management (School Plant Utilization)	161
4.15 Level of Principal's School Plant Management (School Plant Safety Measure)	163
4.16 Summary of Level of Principal's School Plant Management (School Plant Supervision, Utilization and Safety Measure)	165
4.17 Teachers' Attitude towards Motivating Students in Public Junior Secondary Schools to Learning	166
4.18 Teachers' Qualification towards Motivating Students in Public Junior Secondary Schools to Learning	167

4.19	Teachers' Commitment towards Motivating Students in Public Junior Secondary Schools to Learning	169
4.20	Teacher's Teaching Experience towards Motivating Students in Public Junior Secondary Schools to Learning	170
4.21	Summary of Level of Teachers-related Factors on Students' Motivation towards Learning in Public Junior Secondary Schools in Southwest, Nigeria	172
4.22	Challenge Factor (Intrinsic Measure)	172
4.23	Curiosity Factor (Intrinsic Measure)	174
4.24	Independent Mastery Factor (Intrinsic Measure)	175
4.25	Easy Work Factor (Extrinsic Measure)	176
4.26	Pleasing Teacher Factor (Extrinsic Measure)	177
4.27	Dependence on Teacher Factor (Extrinsic Measure)	178
4.28	Summary of the Level of Students' Motivation towards Learning in Public Junior Secondary Schools in Southwest, Nigeria	180
4.29	Linear Multiple Regression of Principal and Teachers-related Factors on Students' Motivation to Learning Model Summary	180
4.30	Regression Coefficient of Students' Motivation, Principal and Teachers-related Factors	182

List of Figures

Figure	Page
2.1 Max Weber Bureaucracy Theory	68
2.2 System Approach/Theory to Management	72
2.3 Self-determination Theory	73
2.4 Abraham Maslow's Hierarchy of Needs	76
2.5 Conceptual Model Showing School Plant Management and Teachers-Related Factors as Determinants of Students' Motivation towards Learning in Junior Secondary Schools in Southwest, Nigeria.	115

Lead City University Ibadan DO NOT COPY

List of Plates

Plate	Title	Page
1.	Researcher Administering Questionnaire	301
2.	Research Assistants Administering Questionnaire	302
3.	Researcher with Teachers in One of the Selected Schools	303
4.	Researcher with a Principal in One of the Selected Schools	304

Lead City University Ibadan DO NOT COPY

List of Acronyms

Abbreviation	Meaning
UBE -	Universal Basic Education
SDT -	Self Determination Theory
EVT -	Expectancy Value Theory
SD -	Standard Deviation
SPSS -	Statistical Packages for Social Sciences
JSS -	Junior Secondary School

Lead City University Ibadan DO NOT COPY